

Merdeka Curriculum: Perceptions of Physical Education Teachers, Sports and Health

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Abstract:

This research aims to determine the perceptions of physical education teachers, sports and health towards learning media in state high schools throughout the city of Bengkulu. This type of research is descriptive research with a qualitative approach using survey methods. The research subjects were 20 Public High School Physical Education teachers in Bengkulu City using purposive sampling. Using questionnaire, interview and documentation data collection techniques. Data analysis used in this research is data reduction, data display, conclusions/verification. The results of the questionnaire for 20 respondents got an average score of 74% in the good category and from the results of the interviews they got an average score of 62% so that teachers' perceptions of Merdeka learning in public high schools throughout the city of Bengkulu were in the good category.

Keywords: Freedom to Learn, Perception, PJOK Teacher

1. INTRODUCTION

In keeping with global trends or changes over time, education faces significant obstacles. Prioritizing pupils' freedom of thought should come before teaching them. No learning will ever take place in a teacher competency level without a translation procedure from the current fundamental skills and curriculum. In order to create human resources that are prepared to take on risks in the future, the Ministry of Education and Culture of the Republic of Indonesia has achieved a number of significant advances in education quality. One of the first successes was the development of a new policy initiative. To put it another way, the policy program aims to prepare human resources for the demands of the increasingly developing era.

The new Indonesian Ministry of Education and Culture policy program designed by the Minister of Education and Culture of the Republic of Indonesia in the Advanced Indonesia cabinet, Nadiem Anwar Makarim, is, Freedom to Learn. The Freedom to Learn breakthrough is that the implementation of USBN in 2020 will be returned to the school. In 2021, the UN system will be abolished and replaced with a new system, namely the Minimum Competency

Assessment and Character Survey. Simplification of the RPP, the RPP is made into one sheet and the New Student Admissions (PPDB) zoning system is expanded (excluding 3T areas). Nadiem Makarim's "Freedom to Learn" idea can be derived from a few different places. First, the idea of "Freedom to Learn" provides a solution to the issues that educators encounter in their day-to-day work. Second, teachers have less work to do in their line of work because they are free to evaluate student learning using a variety of instruments, they are not subject to onerous administrative policies, and they are not subject to pressures to intimidate, criminalize, or politicize teachers (Sinaga & Pustika, 2021). Thirdly, it broadens our understanding of the challenges teachers confront when doing schoolwork, ranging from the issue of welcoming new students (input) to issues with teacher administration in terms of lesson planning and learning procedures, as well as evaluation issues like (Yamin & Syahrir, 2020).

It is crucial for educators, who play a pivotal role in molding the future of the country via education, to establish a more engaging learning environment in the classroom by implementing educational policies that will benefit both instructors and students in the long run (Spridzāns & Dzerviniks, 2021). Lastly, it is believed that the notion of "Freedom to Learn," which first surfaced during Nadiem Makarim's address at the National Teachers' Day (HGN) event, is now a policy that will be put into effect.

The proposal to rebuild the country's educational system is the idea of autonomous learning's conclusion. reorganizing the educational system to accommodate national advancement and allow it to move with the times. By doing this, we bring education back to its original purpose—that is, to free

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people or to humanize them. Teachers and students are considered topics in the learning system in the autonomous learning idea (Choirudin et al., 2021). This indicates that rather than the instructor serving as a conduit for information, teachers and students work together to mobilize the quest for the truth. This indicates that the role of the teacher in the classroom is to examine the truth, the students' capacity for critical thought, and the world and phenomena, rather than to impose or homogenize the teacher's version of the truth. Opportunities for technology and internet growth have accelerated the movement toward educational independence (Sadeghi, 2019). As it is capable of hacking an inflexible or non-liberating educational framework. reorganizing the burden of educators and educational institutions, which is overly focused on administrative tasks. Thus, educational institutions, instructors, and students may all exercise the freedom to create, learn on their own, and be creative (Lo & Hew, 2018).

Physical education is a mandatory subject in primary and secondary education (Rawashdeh et al., 2021). Aside from improving physical fitness, physical education also involves learning through physical activities that foster emotional intelligence, sportsmanship, healthy and active living habits, and motor skills development (Raibowo & Nopiyanto, 2020). When someone sees an object or another person, they will have a different impression, this impression is influenced by the information they have. It's common to refer to this type of thing as perception. Every individual uses perception, a cognitive process, to interpret information about their surroundings through their senses of smell, hearing, sight, and perception. Realizing that perception is a personal interpretation of a circumstance rather than an accurate recording of the reality is essential to comprehending perception (Wasan, 2017).

However, the implementation of Merdeka Belajar still has obstacles. This is based on researcher observations. As limited learning resources are one of the obstacles in implementing Merdeka Belajar, learning is still carried out using LKS or student worksheets and textbooks provided by the school, so learning is still centered on the teacher. Students still seem less active and only listen and carry out what the teacher tells them to do. The assessment process is still carried out by means of tests. And regarding

learning time, in the 2022 independent high school curriculum for class X and class XI, the assumption is that one year is 36 weeks with 1 lesson hour (JP) being 45 minutes. Meanwhile, for class XII, the assumption is that one year is 32 weeks with 1 lesson hour (JP) being 45 minutes. So that one week only has 2 hours of lessons or 90 minutes for the physical education subject itself. Based on the results of initial observations carried out by researchers in the field from September to November 2022. This observation took place during the introduction of field school (PLP) 2 at SMA NEGERI 3 Bengkulu City, every Monday to Friday 07:00-10:00 WIB.

There are problems with time management for teachers and students because they are limited in being able to carry out physical education learning which is not just about sports practice or learning outside the classroom but there is also learning in the classroom in the form of delivering various types of material about physical education which will later be applied to learning outside the classroom. Because within 90 minutes, all learning sequences are minimized with maximum time.

2. MATERIAL AND METHOD

This research uses a qualitative approach. Using survey methods, so it is also called survey research. People who are requested to offer information on a fact or an opinion regarding the study that is being conducted are known as research subjects, namely physical education teachers at State High Schools throughout Bengkulu City, totaling 20 teachers who have received certification. Data collection techniques are a method used by researchers to collect data from research subjects in order to provide answers to the problems that have been formulated. In this research, the data collection techniques used were questionnaires (closed questionnaire), interviews and documentation.

The data processing formula uses descriptive percentages

3. RESULT AND DISCUSSION

The result of this research are presented in table form below:

Table 1. Overall Questionnaire Results

Intervals	Criteria	F	Percentage
81% - 100%	Very Good	0	0%
61% - 80%	Good	20	100%
41% - 60%	Enough	0	0%
21% - 40%	Not Enough	0	0%
0% - 20%	Very Less	0	0%

Physical Education Teachers' Perceptions Of Freedom Of Learning In Public High Schools In Bengkulu City "Concept" Aspect

■ Very Good ■ Good ■ Enough ■ Not enough ■ Very less

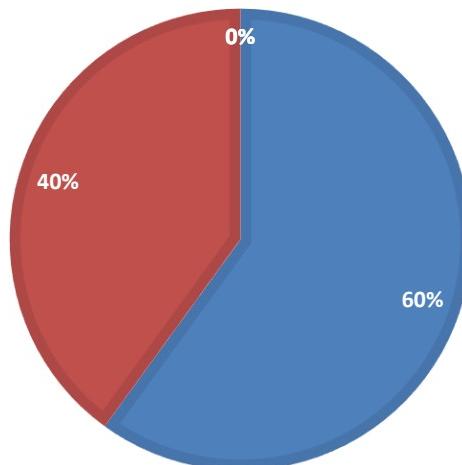


Figure 1. Physical Education Teachers' Perceptions of Freedom of Learning in Public High Schools in Bengkulu City "Concept" Aspect

Physical Education Teachers' Perceptions of Freedom to Learn in Public High Schools in Bengkulu City "Content" Aspect

■ Very Good ■ Good ■ Enough ■ Not enough ■ Very less

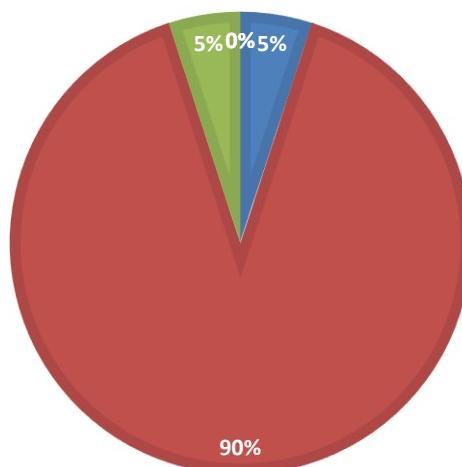


Figure 2. Physical Education Teachers' Perceptions of Freedom of Learning in Public High Schools in Bengkulu City "Contentt" Aspect

Physical Education Teachers' Perceptions of Freedom of Learning in Public High Schools in the City of Bengkulu "Implementation" Aspect

■ Very Good ■ Good ■ Enough ■ Not enough ■ Very less

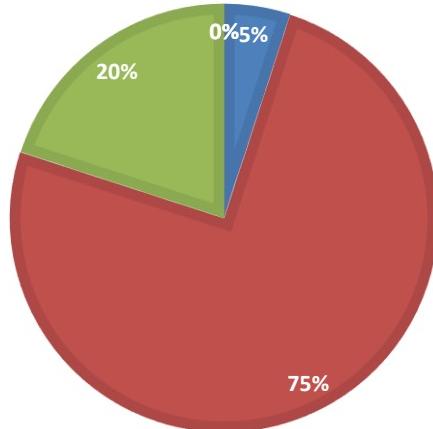


Figure 3. Physical Education Teachers' Perceptions of Freedom of Learning in Public High Schools in the City of Bengkulu "Implementation" Aspect

Every educator has the right to define freedom to learn using the conclusions of their own research, therefore interpretations of this concept can be highly diverse. The government established Merdeka Belajar with a number of objectives, one of which was to enhance and develop kids' interests and skills in an open or unrestricted manner. Furthermore supporting this are the findings of studies from Lestarineringrum (2022) which states that the conceptual paradigm in learning is more open, flexible and dynamic because high school students are the foundation phase of the Independent Curriculum where children are more stimulated according to the child's potential, interests and talents.

Various opinions also strengthen the PJOK teacher's perception of knowledge about the meaning of the Independent Curriculum. Amiruddin et al. (2023) stated that education in the Independent Curriculum is based on the essence of children's learning so that they are able to hone their talents and interests. Jannah & Rasyid (2023) stated that the Merdeka Curriculum aims to hone children's talents and interests from an early age, focusing on essential material, children's competencies, and developing children's character. This was also confirmed by Shalehah (2023) who stated that Independent Curriculum learning prioritizes developing the interests and talents of children or students so that they have a fun and creative attitude.

PJOK teachers' perceptions of the Conceptual Aspect of Independent Learning for teachers or educators

have the same perception. The perception of teachers or respondents is that teachers feel that the Independent Curriculum has a freer nature so that teachers have more freedom in arranging learning. This freedom makes efforts to maximize children's competence more successful. According to the subject "NT" states that "the independent curriculum is a learning process that gives students the freedom to find their own way of learning so as to foster creativity and shape the students' own character." It can be seen that the Independent Curriculum gives teachers the freedom to be more creative in providing learning. Kasnowo & Hidayat (2022) state that the curriculum is able to restore and restore the position of teachers with this freedom and flexibility. Jannah & Rasyid (2023) also has the same opinion, namely that the freedom that teachers have in learning is in line with the true meaning of the independent learning process. Other perceptions are also related to creating lessons or activities with children or students.

The implementation of Merdeka Belajar reduces PJOK learning time but has no effect on teachers' teaching hours. This is stated in the subject "KD" stating that "the Merdeka curriculum structure has no impact on teachers' teaching hours for certification because it is very flexible and is used as P5". This is confirmed by previous research Defliyanto et al. (2022) that there is no change in total lesson hours. It's just that the independent curriculum states that the lesson hours for each subject are allocated for two hours of learning activities. These activities include intracurricular learning and projects to strengthen the

profile of Pancasila students. So, if you count the lesson hours for routine learning activities in class (intracurricular) alone, it is as if the lesson hours are reduced compared to the 2013 Curriculum. Based on the implementation aspect of Merdeka Belajar, it shows that the physical education, sports and health teacher's perception of Merdeka Belajar is in the very good category. 0% (0 physical education teachers), good results 90% (18 physical education teachers), fair results 10% (2 physical education teachers), poor results 0% (0 physical education teachers) and very poor 0% (0 teachers physical education). So the average value of physical education, sports and health education teachers' perception of Freedom to learn in Bengkulu City State High Schools in the implementation aspect of Freedom to learn is 71%.

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that the perception of physical education, sports and health teachers regarding the freedom to study at public high schools throughout Bengkulu City is in the Good category with a percentage of 74%.

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